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ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual contains the following sections: cover page that contains the task title, purpose and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on preparing a staff development program, covers the following topics: (1) preparing for the implementation of CBVE at the regional and local school levels, (2) assessing the need for CBVE staff development, (3) developing a plan of action and conducting CBVE staff development activities, and (4) preparing a staff development program. (KC)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Prepare a Staff Development Program

Purpose To insure the success of a CBVE program, it is necessary to provide appropriate staff development activities. This learning guide will assist you to prepare a staff development program.

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SELF-INSTRUCTIONAL COMPETENCY BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	015	4 Hours	

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Prepare a Staff Development Program

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	PTT	015	015	

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Administrative Support Necessary to Implement CBVE

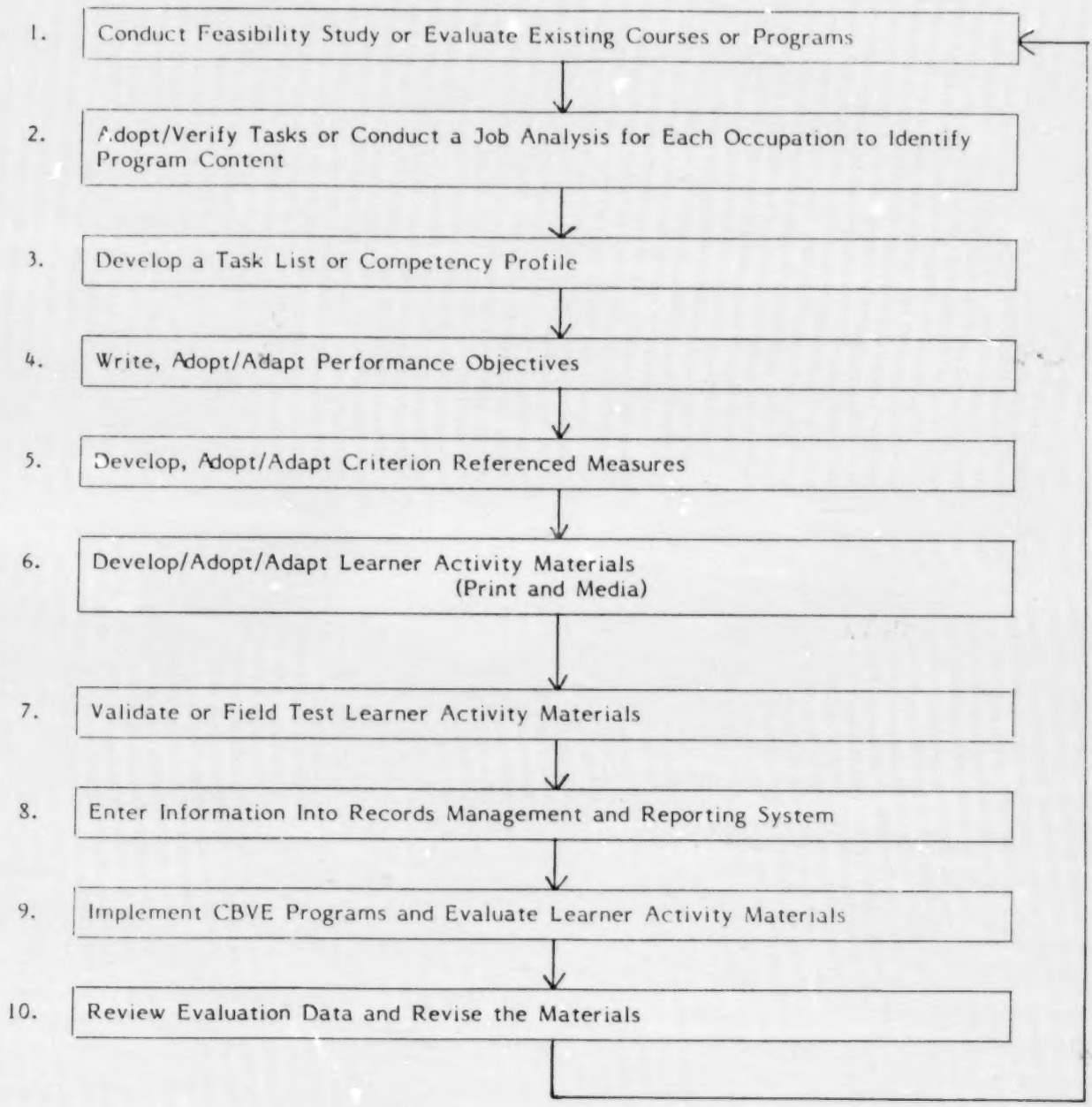
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions or individuals deserve credit for the use of some of their materials in the development of this manual:

- The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
- Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 100 North First Street, Springfield, IL 62777
- William E. Blank, University of South Florida, Division of Vocational Education, Tampa, Florida
- Prentice-Hall Incorporated, Englewood Cliffs, New Jersey.

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

DEPT	PROG	TASK	TPO	MPO
	PTT	015	015	

FOREWORD

One of the most important tasks an administrator can perform is the preparation of an effective CBVE staff development program. Without a comprehensive, on-going program, instructors and other staff will not be properly prepared to conduct CBVE programs effectively.

The staff development program must be comprehensive in nature. Both pre-service and in-service activities should be built into the program.

CBVE programs will affect everyone in your institution: maintenance personnel, secretaries, clerk typists, business managers, administrators, registrars, instructors, and students will be impacted by this system. To make a good CBVE program succeed will require skilled leadership.

Your role as an administrator will be to provide the necessary leadership to all personnel affected to insure its success. At times, you will need to resolve conflicts, listen to opposing views, offer advice, and even take a firm stand on certain issues. In order to provide effective leadership, you need to be well versed on all aspects of CBVE including the research upon which it is based. Besides reading the Professional Teacher Training Manuals in this series, you should read the following references: Blank, William E., Handbook for Developing Competency-Based Training Programs. Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1982.

The National Center for Research in Vocational Education. Prepare to Install Competency-Based Education: A Competency-Based Vocational Education Administrator Module: Module LT-B-4. Athens, Georgia: American Association for Vocational Instructional Materials, 1985.

Sorg, Steven E. et.al, Identification and Description of Barriers for the Implementation of Competency-Based Vocational Education. Orlando, Florida: University of Central Florida, 1984.

The National Center for Research in Vocational Education. Provide a Staff Development Program. Module LT-E-2. Athens, Georgia: American Association for Vocational Instructional Materials.

OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: An actual administrative setting

YOU WILL: Prepare a staff development program

HOW WELL: To master this task you must score 21 out of 22 or 95% on a written exam and 56 out of 60 or 93% on a product checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Prepare for the implementation of CBVE at the regional and local school levels, see page 8.
2. Assess the need for CBVE staff development, see page 14.
3. Develop a plan of action and conduct CBVE staff development activities, see page 19.
4. Prepare a staff development program, see page 38.

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person

NOTE: The pages of this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

DEPT	PROG	TASK	TPO	MPO
	PTT	015	015	

MICRO - PERFORMANCE OBJECTIVE #1

Prepare for the Implementation of CBVE at the Regional and Local School Levels

LEARNING STEPS

1. Read Resource #1 to identify the initial steps to follow to prepare for the implementation of CBVE.
2. Complete Resource #2 to check your understanding of #1, above.
3. Go to next MPO.

RESOURCES

1. Information Sheet 015-001-001, "Prepare for the Implementation of CBVE, " in this guide, pages 9-11.
2. Activity Sheet 015-001-002, "Implementing CBVE," in this guide, pages 12-13.
3. MPO #2 in this guide, page 14.

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	001

INFORMATION SHEET

015-001-001

Prepare for the Implementation of CBVE at the Regional and Local School Levels

Prior to the development of a CBVE staff development program, certain activities should be completed by the vocational director or regional planner. The following activities should be completed as a first step in preparing for the implementation of CBVE.

1. Assign an in-service and staff development coordinator. The role of this person is to provide leadership and assistance to the CBVE in-service and staff development committee in the design, implementation, evaluation, and revision of a CBVE instructional system that will enable all faculty and staff to reach the stated goals and objectives of the region or district.

   The coordinator should possess good teaching skills, human relations skills, change process skills, group facilitator skills, and a commitment to a good in-service and staff development program.

   The responsibilities of the coordinator may include the following:

   A. Build rapport with the faculty and staff
   B. Develop a staff development and program improvement model which allows all staff to follow an individualized pre-service and in-service growth plan.
   C. Arrange for staff development activities
   D. Assist the staff development committee to reach its goals
   E. Develop and maintain a professional staff resource center
   F. Provide some training for staff
   G. Provide a systematic method of orienting all new faculty and staff to CBVE and district policies.
   H. Coordinate in-service workshops with ICBVE consultants
   I. Maintain a positive attitude toward CBVE efforts in the region and in your institution.

J. Make public statements giving your support to CBVE efforts

2. Establish a CBVE staff development steering committee for your region and or institution to assist with the implementation of CBVE. The committee should be composed of administrators, instructors, and support staff and include members with both positive and negative views on CBVE. Committee activities may include:

   A. Solicit volunteers

   B. Hold organizational meeting

   C. Identify the region and local school's system of CBVE if it exists.

   D. Contact your regional ICBVE consultant and/or AVTE consultant to identify assistance which is available outside your institution.

   E. Secure copies of the reference materials listed in the foreword of this manual and others which may be available.

   F. Secure sample CBVE materials from Illinois model schools and the Illinois Vocational Curriculum Center.

   G. Visit CBVE model school sites.

   H. Compile philosophy and goals of the school district or region.

   I. Develop policy statements on the implementation of CBVE and submit to board of control for approval.

   J. Design, adopt, adapt a local CBVE model. This is a very essential step to be completed by the committee. Without the model, the school or schools in the region would not have a plan for implementing CBVE. The model can be adopted or adapted from the ICBVE model, (see page 5 of this manual) or from other CBVE models.

It is important that the CBVE model be designed, adopted, or adapted by the committee with input from all faculty and staff. Instructors and staff must feel that they have ownership in the model if they are to support it with any kind of enthusiasm.

ACTIVITY SHEET

015-001-002

Implementing CBVE

Directions: Please complete the following without resources or assistance. Then check your answers with the answer key which follows this sheet.

T F 1. The role of the CBVE staff development coordinator is to provide leadership to the staff development committee.

T F 2. A responsibility of the coordinator is the providing of all staff training.

T F 3. The CBVE staff development committee should be composed of all members who favor CBVE.

T F 4. A committee activity may include the visiting of model CBVE schools.

T F 5. Policy statements on CBVE should be developed by the school administration.

T F 6. Sample CBVE materials may be obtained from the Illinois Vocational Curriculum Center.

T F 7. A function of the CBVE committee is to design or adopt a CBVE model.

T F 8. It is not necessary to secure input from all faculty regarding the CBVE model.

ANSWER KEY

For Activity Sheet 015-001-002

Directions: Check your answers with those below. If you missed any, review Information Sheet 015-001-001 before proceeding.

1. T
2. F (The coordinator arranges for most training and does provide some of it.)
3. F (Faculty with both positive and negative views should be on the CBVE committee.)
4. T
5. F (Policy statements should come from the committee.)
6. T
7. T
8. F (Input should be sought from all faculty and staff.)

MICRO - PERFORMANCE OBJECTIVE #2

Assess the Need for CBVE Staff Development

LEARNING STEPS

1. Read Resource #1 A, B or C for information on how to assess the need for CBVE staff development.

2. Complete Resource #2 to determine your understanding of the ways to assess the need for CBVE staff development.

3. Proceed to next MPO.

RESOURCES

1. A. Information Sheet 015-002-001, "Assess the Need for CBVE Staff Development," in this guide, pages 15-16.

   B. Module 16, Staff Development, American Institutes for Research, pages 15-19, located in staff resource room.

   C. Manual, Monticello Model for Inservice Staff Development, AVTE publication, pages 17-29, located in staff resource room.

2. Activity Sheet 015-002-002, "Assessing the Need for CBVE Staff Development," in this guide, pages 17-18.

3. MPO #3, this guide, page 19.

DEPT	PROG	TASK	TPO	MPO
	PTT	015	015	002

INFORMATION SHEET

015-002-001

Assess the Need for CBVE Staff Development

Traditional in-service programs at most institutions are geared to the average needs of the faculty and not to the individual needs of each faculty or staff member. For a new school or for a school converting to CBVE methods, common group activities are fine. However, after two or three years, the needs of new faculty and staff will be somewhat different from those of veteran staff members. This information sheet will provide you with procedures to follow to identify both the individual and group needs.

The following activities are designed to help you assess the CBVE staff needs:

1. Identify CBVE staff development competency lists. These lists developed by the National Center for Research in Vocational Education, Holland College, and others are available from the ICBVE project director.
2. Review the staff development competency lists with your committee. Add any items which you feel may be missing.
3. Develop a survey instrument.
4. Assemble a roster of the entire staff from the institution or region.
5. Survey the entire staff.
6. Tabulate the results.
7. Ask committee to analyze the survey results.
8. Ask supervisors and administrators to identify the CBVE needs of staff.
9. Review results of advisory committee recommendations.
10. Review follow-up study results to identify potential problem areas.
11. Compare results of all data sources.
12. Formulate individual and group staff development objectives.

13. Establish criteria for selecting those items or problem areas with the greatest need. Examples are:
    A. Problems common to all
    B. The types of faculty or staff affected by problem areas
    C. The degree to which the problems identified would undermine or affect the CBVE committee efforts to implement CBVE.
    D. The amount of funding available to support CBVE staff development activities for the problem areas.
14. Establish staff development priorities
15. Create an individual file on the needs of each staff member.

ACTIVITY SHEET

015-002-002

Assessing the Need for CBVE Staff Development

Directions: Please complete the following in your own words; then check your answers with the answer key on the next page.

1. Name a source which has developed CBVE competency lists for staff development.
2. Who should the staff development survey be administered to?
3. Name three other data sources for identifying staff needs:
   A.
   B.
   C.
4. List two criteria for selecting problems with the greatest need.
   A.
   B.

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	002

ANSWER KEY

For Activity Sheet 015-002-002

Directions: Check your answers with those below. If you missed questions, review Information Sheet 015-002-001.

1. You should have listed one of these
   A. National Center for Research in Vocational Education
   B. Holland College
2. All staff in the institution
3. A. Supervisors and administrators
   B. Advisory committee
   C. Follow-up study results from students and employers
4. You should have listed two of the following four items:
   A. Problems common to all
   B. The types of faculty or staff affected by problem areas
   C. The degree to which the problems identified would affect the implementation of CBVE.
   D. The amount of funding available.

MICRO - PERFORMANCE OBJECTIVE #3

Develop a Plan of Action and Conduct CBVE Staff Development Activities

LEARNING STEPS

1. Read Resource #1A, B, C, or D to identify how to develop a plan of action.
2. Complete Resource #2 to check your understanding of developing a plan of action.
3. Read Resource #3 for information on how to conduct staff development activities.
4. Complete Resource #4 to check your understanding of conducting staff development activities.
5. Go to next MPO.

RESOURCES

1. A. Information Sheet 015-003-001, "CBVE Plan of Action," in this guide, pages 20-29.

   B. Book: Monticello Model for Inservice Staff Development, AVTE Publication, located in staff resource room.

   C. Module: Staff Development, by AIR, located in staff resource room.

   D. Module LT-E-2, Provide a Staff Development Program, AAVIM Publication, located in staff resource room.

2. Activity Sheet 015-003-002, "Developing an Action Plan," in this guide, pages 30-31.
3. Information Sheet 015-003-003, "Conducting Staff Development Activities," in this guide pages 32-35.
4. Activity Sheet 015-003-004, "Conducting Staff Development Activities," in this guide, pages 36-37.
5. MPO #4 in this guide, page 38.

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	003

INFORMATION SHEET

015-003-001

CBVE Plan of Action

Before beginning a CBVE staff development program, a plan of action should be developed which lists the major tasks to be accomplished, the persons responsible, who information is to be reported to, and the expected completion dates to implement CBVE. An example is given below.

Sample CBVE Action Plan

Activities to Be Completed	Staff Member Responsible	Expected Starting Date	Expected Completion Date	Information to be Reported to

Two plans of action are probably best. One plan would outline what should be done by administration, while the other plan would outline what should be done by faculty and staff.

For a fully functioning CBVE institution, many administrative changes may be necessary for CBVE efforts to proceed smoothly. Administrative decisions regarding open-entry; open-exit; record-keeping procedures, fee schedules, reporting enrollments to the appropriate state agencies, definitions of terms, and other items need to be dealt with before curriculum is developed.

When developing a plan of action, many questions will need to be answered regarding the implementation of CBVE. Some of these questions are:*

Overall Approach to CBVE

1. What will the CBVE program be officially called at your institution or in your region?
2. Who will have the primary responsibility for heading up the CBVE efforts?
3. How will instructors and staff provide input into the CBVE program design?
4. What known constraints or limitations presently exist in your institution or region?
5. How will the policy decisions on the CBVE efforts be made?
6. How will information about other CBVE programs be gathered and used?
7. Who will have the primary responsibility for designing the CBVE program?
8. Will the competency-based approach be phased-in, or will your institution jump right in?
9. What approach to curriculum will be taken during the first year or two of operation or transition?
10. Will learning packages be used as the primary means of delivering instruction or as a supplement?
11. Will learning guides, modules, or something else be used to deliver instruction; what will they be called; how will the format be designed?
12. Will one format for learning packages be adopted throughout the entire institution, or can each department or program use its own?

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* Adapted from Module LT-B-4, Prepare to Install Competency-Based Education, The National Center for Research in Vocational Education, 1985, pages 94-96; Handbook for Developing Competency-Based Training Programs by William Blank, Prentice-Hall, Inc., 1982, pages 319-321 and papers by Urban Oen, ICBVE Project Director.

13. Will learning resources be purchased, produced in-house, or both; if several media formats are available, which one will be used; will one type of audio visual equipment be used in all programs or several?

Program Structure for CBVE

1. When will students be able to enroll in programs?
2. When will students be able to exit as successful program completers?
3. How will sub-occupations within the total program be identified?
4. Will training programs be divided into courses or treated as total programs?
5. How will advanced placement for experienced students within programs be handled?
6. How will licensing requirements be reconciled with the CBVE program?
7. Will all students follow the same sequence of competencies, or will students be able to select the next competency if all prerequisites have been met?
8. How will students be shown multiple starting points, prerequisite tasks, recommended sequences, and multiple exit points?
9. Will students be allowed, encouraged, or required to master one competency before going on to the next?
10. Can a student begin a new task alone, only as a part of a small group, without instructor approval, only on certain days?
11. How will each individual student's training plan be determined and recorded?
12. How will each student's work be planned, how often, and how will it be recorded?
13. How will students be monitored to identify those that are having learning difficulties?
14. Can a student have access to learning materials days, evenings, weekends, holidays?
15. Will "mastery" be defined as being competent in performing a task at a high level of proficiency, or will "minimum competence" be acceptable?

16. Can each program establish its own minimum criteria for mastery of tasks, or will the criteria level be the same throughout the institution; will 100% mastery be required?
17. Will students each get a copy of each learning package, or will only a limited number be produced; will students purchase the learning packages, or will they be furnished?
18. Will media, materials, and equipment be housed in each program area, in each wing of the facility, or in a central location?

Administration of Programs

1. How will student registration and enrollment be handled?
2. What will be the tuition and fee schedule?
3. How will students be oriented to the CBVE approach and to the institution?
4. How will teaching loads and other instructor responsibilities be modified to meet the needs of CBVE?
5. How will part-time instructors be involved in the CBVE program?
6. What form of competency transcript will be given to program leavers and completers?
7. How will program completers and leavers be reported?
8. Where will additional funds for CBVE start-up costs be found?
9. Who will see to it that rules, policies, procedures, schedules, fees, records, publications, management strategies, budgets, forms, reports, and related components all support competency-based learning?

Identification of Occupational Competencies

1. Who will have primary responsibility for developing the list of occupational competencies for a program?

2. How will program competencies be locally verified?
3. How often will competencies be reviewed and revised for a program?
4. What will the outcomes you wish students to master be called -- competencies, tasks, skills, goals, or something else?
5. How will student competencies be identified for each training program -- observing incumbent workers, using catalogs of tasks, instructor-developed and worker-verified task lists, or other strategies?
6. At what level will competencies be written: at the job task level, subtask level, or broad goal level?
7. How will the student competencies for each program be listed and made available to students and others; what will this list be called?
8. Will competencies be "fit" into existing program lengths or will program lengths be based on the average time it takes students to master all required competencies successfully?
9. Will competencies be fitted into existing courses or units, or will students simply be enrolled in a "program"?
10. Will a student in a program be trained for the same occupation, or will they be given the option to specialize?
11. Will there be a separate list of competencies for each specialized occupation offered within the program?
12. Will there be a "core" of required competencies for all students regardless of specialization chosen?

INFORMATION SHEET

015-003-001 (Continued)

Instructional Delivery

1. How will personalized student programs be designed?
2. How will laboratory and drill time be provided?
3. How will average time for achievement of each competency be computed?
4. How will individual, small-group, and large-group instruction be organized?
5. How will clinical experiences be organized and delivered?
6. How will field experiences be organized and delivered?
7. Will all students be required to master several basic tasks at the beginning of each program?
8. After the basics are mastered, will there be multiple starting points in those programs where this is feasible?
9. Who is the intended student population, and what are their characteristics?
10. How will recruitment, admissions, guidance, and counseling be handled?
11. How will waiting lists for programs be maintained?
12. How often will new students be allowed to enroll -- weekly, bi-weekly, monthly?
13. Will new students be screened for certain essential prerequisites, or will the program focus entirely on exit competencies?
14. How will remediation of missing essential prerequisites be handled.
15. How will new students be steered toward training programs for which their chances of success are greatest.
16. How will new students be oriented to the competency-based learning system?
17. Will orientation be done in a central location, in each program area, or both?
18. Will instructor-student ratios be less, the same, or greater than in the traditional approach?

INFORMATION SHEET

015-003-001 (Continued)

Instructional Materials

1. How will instructional materials and media be acquired?
2. Will a common learning guide format be used for all programs?
3. How will the purchase of instructional materials be organized?
   A. How will outside sources be located?
   B. How will materials be evaluated and selected?
   C. Will materials be adapted or used as is?
   D. How will purchase costs be covered?
4. Who will assume the day-to-day responsibility for supervising the development of learning materials; will that person(s) be freed from normal administrative/supervisory chores to focus entirely on curriculum?
5. Who will be required to develop learning packages -- volunteers, lead instructors, or everyone; what about those who refuse to or are not capable of developing learning packages.
6. On whose time will instructors develop learning packages and resources -- the instructors', the schools', or both; will instructors be paid extra -- if so, how much, and from what source; who will own the learning packages and supporting media?
7. Who will field-test, evaluate, and revise learning packages; when and how; who will evaluate existing and newly developed programs and by what criteria?
8. Who will do the typing, editing, drawing, filing, copying, photographing, and other activities needed to support the development of learning guides and media; how will they be paid for?
9. Who will provide technical assistance for developing media, materials, learning packages, task listings, rearranging facilities, and developing management strategies?

INFORMATION SHEET

015-003-001 (Continued)

Student Assessment Procedures

1. What will be the relationship of testing for cognitive knowledge and assessment of technical performance in each program?
2. What student assessment procedures will be used?
3. How will standards of acceptable performance be set?
4. Who will develop performance tests for each competency?
5. Who will develop specific criteria for performance of each competency?
6. What will be the format for the assessment instruments?
7. What form of rating scale will be used to evaluate each competency?
8. How will situations and materials for performance testing be provided?
9. Will students be allowed to test out of packages; if so, how will this be handled and recorded?
10. How many times and how frequently will students be required to perform each competency to be considered competent?

Reporting Student Progress and Achievement

1. Who will certify achievement of each competency by each student?
2. How will achievement of each competency be reported? Will grades be issued? If yes, when and how will this be done?
3. How will students be kept informed and advised about their progress? How will unsatisfactory progress be defined and reported; what are the consequences?
4. What "grading" system will be used to report student achievement?
5. How will permanent records of student achievement be organized and maintained. Will records be kept manually or will computerized equipment be used?
6. If computers are used, what backup information will be maintained?

7. How will mastery of competencies be evaluated, certified, and documented?
8. How will employers and others be shown exactly what competencies each enrollee has mastered?

Preparation of Personnel for CBVE

1. Who will be responsible for designing and delivering staff development activities?
2. How will faculty and staff be given initial information about CBVE?
3. How will essential competencies for instructors and others be identified?
4. What materials will be developed to help prepare faculty for CBVE?
5. Who will assist faculty as they encounter specific problems in implementing CBVE?
6. What outside assistance will be made available to faculty and staff preparing to implement CBVE?
7. How will the first programs to implement CBVE be selected?
8. Who will be the driving force behind the effort; who will be willing to publicly support the competency-based approach; who will provide the overall leadership for directing the implementation effort; whose support will be sought, and how?

Provision of Physical Facilities

1. Who will be primarily responsible for adapting physical facilities for CBVE programs?
2. What will be the scope of changes made in existing facilities?
3. How will resource centers be provided for each program?
4. How will resource centers be managed and staffed?
5. What additional audio visual equipment will be needed for CBVE programs?
6. What kinds of micro computers or terminals will be needed, if any?
7. Where will instructor work stations be located?

INFORMATION SHEET

015-003-001 (Continued)

8. Will separate stations be set up for presentation, practice, and testing; if so, how, where, and when?

ACTIVITY SHEET

015-003-002

Developing An Action Plan

Directions: Complete the following without resources or assistance. Check your answers with the answer key on the next page.

T F 1. A plan of action should be developed before beginning a CBVE program?

T F 2. The action plan should outline the activities to be completed by a given date.

T F 3. One plan of action is what most institutions need to develop.

T F 4. Many administrative changes may be necessary before beginning a CBVE program.

T F 5. Curriculum may be developed before most administrative decisions regarding CBVE are made.

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	003

ANSWER KEY

For Activity Sheet 015-003-002

Directions: Check your answers with those below. If you missed any, review Information Sheet 015-003-001 before proceeding.

1. T
2. T
3. F (It is recommended that two plans be developed. One for administrators -- and one for staff.)
4. T
5. F (Most administrative decisions should be made before curriculum is developed. Otherwise, the curriculum format may be changed which would require the faculty to rewrite all the materials.)

INFORMATION SHEET

015-003-003

Conducting Staff Development Activities

Before conducting staff development activities, the CBVE staff coordinator must identify and consider the following:

1. Where each staff member is in relation to CBVE?
2. How many of the staff are new and how many are experienced?
3. How many of the staff are teacher educated and how many are directly from industry?

Group Versus Individual Plans

If CBVE development activities will be new to all staff, then group activities would be an appropriate starting point. Your local CBVE consultant should be contacted and arrangements made for CBVE workshops. After several years, it will become more difficult to conduct large group sessions. At this time, your CBVE staff development strategy should focus on each individual staff member. It is recommended that a staff development plan be developed for each staff member which lists which specific activities to complete to meet his/her unique needs. When developing the personal plan, the staff member in consultation with supervisory personnel is given the opportunity to identify activities which will best meet his/her needs and the institution's needs. A sample of a professional staff development plan is shown on page 33.

INFORMATION SHEET

015-003-003 (Continued)

Sample Professional Staff Development Plan for (Name of School)

Name _____ Address _____

City _____ State _____ Zip _____ Office Phone _____

Home Phone _____ Instructional Area _____

Teacher Educated: Yes ___ No ___ Number of Years Teaching _____

Specific Competencies to be Developed: List here the competencies to be developed based on needs assessment and personal interest.

Competencies Needed	Expected Completion Date	Action Completion Date

Procedures for competency attainment: List or describe here the materials to be used (or procedures to be followed) to achieve the identified competencies.

_____ _____ _____ _____

Signature of Staff Develop. Coord. | Date | Signature of Instructor | Date

Professional Staff Development Plan Completed _____ _____

Date | Signature of Staff Dev. Coord.

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	003

Strategies and Activities to Follow

There are numerous strategies and activities to follow to promote CBVE. These can fit the needs of the individual and of the group.

1. Workshops - Workshops on all facets of CBVE conducted by outside consultants. The Illinois CBVE consultants are recommended for this activity.
2. Implementation consultations - The ICBVE consultants may be contacted to review what the faculty members are doing and to make recommendations for improvement.
3. Professional conferences - The Mid-America Conference for CBVE is an excellent conference for gaining a wealth of information. State sponsored workshops and the Illinois Vocational Association Conference are also recommended.
4. Roundtables - Roundtables are an excellent source for sharing ideas.
5. Visits - Visits to industry and other schools conducting CBVE programs is recommended.
6. Released days - During the school year, several released days for curriculum work is an excellent way to spearhead the CBVE movement.
7. Course work/college credits - One of the biggest motivators for CBVE development is the completion of CBVE college classes either on campus or at classes held in the field.
8. Summer employment - Through the use of Quality Assistance Funds, many schools have paid their faculty to develop CBVE materials.
9. Develop a professional resource center - A professional resource center is a must to promote CBVE development. The center should contain the Illinois Professional Teacher Training Manuals, those from other schools, professional books, PBTE modules, etc.
10. Teacher networks - Networking simply means people talking to each other and sharing ideas, information, and resources. Networking within and outside the district is recommended.

11. Provide incentives and records - Recognition for a job well done is often overlooked. Write up articles on the good work being done by staff. Recognize outstanding individuals both within and outside of the institution. Provide extra pay incentives for a job well done.
12. Develop a CBVE handbook - A CBVE handbook for your county, region, or school greatly enhances CBVE efforts. Many excelient handbooks and staff development programs are already in place at Illinois model schools and in other states. In Illinois, contact your local CBVE regional consultant for assistance. You may also wish to contact Orange County Public Schools, Florida for a copy of their CBVE handbooks and training materials.

ACTIVITY SHEET

015-003-004

Conducting Staff Development Activities

Directions: Please complete the following. Check your answers with the answer key on the next page.

T F 1. It is important for a CBVE coordinator to identify how much each staff member knows about CBVE.

T F 2. Group CBVE activities should be avoided.

T F 3. A staff development plan should be developed for each staff member.

T F 4. A staff development plan lists competencies to be achieved by each staff member in an institution.

5. List five strategies to follow to promote CBVE.

A.

B.

C.

D.

E.

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	003

ANSWER KEY

For Activity Sheet 015-003-004

Conducting Staff Development Activities

Directions: Check your answers with those given below. If you missed any, review Information Sheet 015-003-003.

1. T
2. F (Group activities are acceptable if these activities meet the needs of all staff.)
3. T
4. T
5. You should have listed five of these twelve possible answers.
   - A. Workshops
   - B. Implementation consultations
   - C. Professional conferences
   - D. Roundtables
   - E. Visits
   - F. Released days
   - G. Course work/college credits
   - H. Summer employment
   - I. Develop a professional resource center
   - J. Teacher networks
   - K. Incentives and rewards
   - L. Develop a CBVE handbook

MICRO - PERFORMANCE OBJECTIVE #4

Prepare a Staff Development Program

LEARNING STEPS

1. Read Resource #1 A and 1B for a summary of activities for preparing a staff development program.

2. When you feel you know all about preparing a staff development program, take the written exam.

3. Prepare a staff development program using the resources in this manual and to the standards of Resource #3.

RESOURCES

1. A. Information Sheet 015-004-001, "Prepare a Staff Development Program," in this guide, pages 39-40.

   B. All resources in this guide.

2. Written Exam: Task 015, pages 41-45.

3. Product Checklist: Task 015, pages 46-52.

DEPT	PROG	TASK	TPO	MPO
	PTT	015	015	004

INFORMATION SHEET

015-004-001

Prepare a Staff Development Program

Local commitment, leadership, and coordination are necessary if CBVE is going to work effectively. This commitment, leadership, and coordination must come from the dean or director of vocational education, regional planners, superintendent of schools, school principals, and department heads.

The following activities will assist you to implement CBVE in your region or district.

1. Appoint a CBVE in-service and staff development coordinator.
2. Organize a CBVE committee composed of:
   - A. Experienced instructors
   - B. New instructors
   - C. Part-time instructors
   - D. Union or faculty association members
   - E. Staff members from the support services
     - 1) Counseling
     - 2) Registrar's office
     - 3) Media
     - 4) Special needs
   - F. Clerical and maintenance personnel
   - G. Administrators
   - H. Instructional supervisors
3. Provide appropriate financial resources for staff development activities.
4. Develop regional or local CBVE handbooks.
5. Create a professional resource center.
6. Assess staff needs.

INFORMATION SHEET

015-004-001 (Continued)

7. Develop a model for staff development.
8. Obtain institutional support from all administrators
9. Develop policy statements
10. Develop a local plan of action
11. Provide time for staff development activities
12. Inservice the staff with the local plan and time lines
13. Provide appropriate facilities for staff development
14. Provide incentives to motivate staff to participate in staff development activities
15. Demonstrate administrative support of CBVE staff development activities by your actions.
16. Arrange for ICBVE consultant and others to give CBVE and other workshops and one-to-one implementation assistance.
17. Develop a staff development plan each year for each staff member.
18. Release staff to attend CBVE professional growth conferences.
19. Promote the CBVE program publicly.
20. Modify the physical facilities to promote CBVE
21. Modify attendance, reporting, billing, and other services to enhance CBVE
22. Provide appropriate equipment and supplies to promote CBVE

PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 015

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON preparing a staff development program.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 21 out of 22 items correctly, (95 %).

DEPT	PROG	TASK	TPO	MPO
	PTT	015	015	004

WRITTEN CRITERION EXAM

Task 015

Directions: Please complete the following without resources or assistance. Then check your answers with the answer key which follows this sheet.

T F 1. The role of the CBVE staff development coordinator is to provide leadership to the staff development committee.

T F 2. A responsibility of the coordinator is the providing of all staff training.

T F 3. The CBVE staff development committee should be composed of all members who favor CBVE.

T F 4. A committee activity may include the visiting of model CBVE schools.

T F 5. Policy statements on CBVE should be developed by the school administrator.

T F 6. Sample CBVE materials may be obtained from the Illinois Vocational Curriculum Center.

T F 7. A function of the CBVE committee is to design or adopt a CBVE model.

T F 8. It is not necessary to secure input from all faculty regarding the CBVE model.

T F 9. A source which has developed CBVE competency lists for staff development is Rockford AVC.

T F 10. The staff development survey should be administered to administrators, faculty, aides, clerical, and support staff.

T F 11. A good data source for identifying staff development needs are former students presently employed in the various occupations.

T F 12. A good criteria for selecting problems with the greatest need is administrative opinions.

T F 13. A plan of action should be developed before beginning a CBVE program?

T F 14. The action plan should outline the activities to be completed by a given date.

T F 15. One plan of action is what most institutions need to develop.

T F 16. Many administrative changes may be necessary before beginning a CBVE program.

T F 17. Curriculum may be developed before most administrative decisions regarding CBVE are made.

T F 18. It is important for a CBVE coordinator to identify how much each staff member knows about CBVE.

T F 19. Group CBVE activities should be avoided.

T F 20. A staff development plan should be developed for each staff member.

T F 21. A staff development plan lists competencies to be achieved by each staff member in an institution.

T F 22. A good way to promote the development of CBVE is through some sort of incentive such as college credits.

ANSWER KEY

For Criterion Exam 015

Diretions: Check your answers with those below.

1. T
2. F (The coordinator arranges for most training and does provide some of it.)
3. F (Faculty with both positive and negative views should be on the CBVE committee.)
4. T
5. F (Policy statements should come from the committee.)
6. T
7. T
8. F (Input should be sought from all faculty and staff.)
9. F (Two sources of CBVE competency lists for staff development is the National Center for Research in Vocational Education and Holland College.)
10. T
11. T
12. F (The following are good criteria: problems common to all; the types of faculty or staff affected by problem areas; funding available and the degree to which the problems would affect the implementation of CBVE.)
13. T
14. T
15. F (It is recommended that two plans be developed. One for administrators -- and one for staff.)
16. T
17. F (Most administrative decisions should be made before curriculum is developed. Otherwise, the curruculum format may be changed which would require the faculty to rewrite all the materials.)

ANSWER KEY

For Criterion Exam 015 (Continued)

18. T

19. F (Group activities are acceptable if the activities meet the needs of the staff.)

20. T

21. T

22. T

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	004

PROGRAM: Professional Teacher Training

TASK: Prepare a Staff Development Program

TASK # 015

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: An actual administrative setting

YOU WILL: Prepare a staff development program

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 56 OUT OF 60 POINTS OR 93 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 56 OUT OF 60 POINTS OR 93 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT	PROG	TASK	TPO	MPO
	PTT	015	015	004

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO

The staff development program meets the following standards:

Regarding CBVE, the Plan:

1. Identified the essential elements of CBVE programs
2. Identified the facilitating characteristics of CBVE programs
3. Identified the educational and management advantages of CBVE programs for all learners
4. Developed a rationale statement supporting the implementation of CBVE

In Obtaining Institutional Support, the Staff Development Program:

5. Obtained support for the staff development program from higher level administrators
6. Obtained support and funding for the staff development program from the board

In Appointing Program Personnel, the Staff Development Program:

7. Selected a staff development coordinator who possessed the appropriate characteristics and skills including:
   - A. CBVE skills
   - B. Teaching skills
   - C. Human relations skills
   - D. Commitment to staff development
   - E. Change process skills

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING	
		YES	NO
	In Analyzing the Curriculum and Instructional Changes Needed, the Plan:		
	8. Appointed a CBVE staff development committee to assist with planning for the implementation of CBVE		
	9. Identified the changes in instructional delivery techniques required by CBVE		
	10. Considered the type of instructional materials needed and how they could be developed or obtained		
	11. Established tentative assessment procedures		
	12. Considered the type of student guidance and support to be provided by instructors and counselors		
	13. Established tentative procedures for assessing student needs and developing individual learning plans		
	14. Considered options for providing off campus field-based learning experiences for students		
	In Analyzing the Organizational Changes Needed, the Plan:		
	15. Considered the changing roles of administrators, supervisory personnel, faculty, and students in CBVE and their implications for staffing patterns and staff and student orientation		
	16. Reviewed alternative record-keeping procedures		
	17. Considered the benefits of and mechanisms for implementing flexible scheduling		

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	18. Considered and tentatively identified institutional policy changes required to accommodate CBVE, including:		
	A. Establishment of open-entry/open-exit procedures		
	B. Partial program completion		
	C. Tuition charges based on time enrolled/competencies acquired		
	D. Credits for competencies/courses/work experience		
	E. Grading alternatives and reporting procedures		
	F. Increased laboratory time		
	In Selecting Appropriate Change Strategies, the Plan:		
	19. Weighed the advantages and disadvantages of alternative change strategies		
	20. Took into account the various stages involved in the change process (i.e., from orientation to refinement)		
	In developing an Action Plan for Implementing CBVE the Plan:		
	21. Involved appropriate staff and other administrators in developing the CBVE plan		
	22. Involved the general advisory council of the institution in making and reviewing the CBVE plan		
	23. Considered all available sources of funding to implement CBVE		
	24. Identified specific actions that would need to be accomplished to implement the CBVE plan, including:		
	A. Finalizing the implementation plan		

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	B. Obtaining the financial resources required to support implementation activities		
	C. Orienting faculty, administrative staff, students, and appropriate others to the program		
	D. Training faculty and staff to implement the program		
	E. Acquiring or developing the supportive instructional materials, supplies, and equipment needed		
	25. Identified, tentatively, person(s) responsible and beginning and completion dates for each implementation activity		
	26. Ensured that all plans were realistic		
	In Providing Financial Resources, the Staff Development Plan:		
	27. Budgeted funds for the staff development program		
	In Providing Time, the Plan:		
	28. Provided at least some time for sharing, interaction, experimentation, and growth as part of the normal working day		
	29. Supported staff participation in activities outside working hours		
	In Providing Facilities, the Plan:		
	30. Set aside space to house staff development instructional resources and audiovisual equipment		
	31. Set aside space for staff to work individually and in small groups		
	32. Provides access to staff for appropriate facilities for development activities		

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	In Establishing Incentives to Motivate Staff Members to Participate, the Plan:		
	33. Provided a variety of incentives for participation		
	In Demonstrating Continued Support of the Staff Development Program, the Plan:		
	34. Ensured adequate leadership		
	35. Monitored the procedures and processes involved in implementing the staff development program		
	36. Openly encouraged staff members toward achievement of their staff development objectives		
	37. Recognized staff members' accomplishments in staff development		
	38. Involved administrators in various staff development activities		
	In Guiding the Implementation of the Staff Development Program, the Plan:		
	39. Encouraged the development and use of individual professional development plans		
	40. Encouraged the use of a variety of individual and group instructional strategies		
	41. Ensured that strategies met the needs of staff in a variety of areas, including:		
	A. Improvement of CBVE teaching methods and techniques		

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	B. Development of job specific technical skills and competencies		
	42. Encouraged the use of a variety of training options, including:		
	A. Use of outside CBVE and other experts		
	B. Use of in-house experts		
	C. Use of staff resource centers		
	43. Helped to publicize and promote the program		
	44. Encouraged evaluation of the program		
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 56
TOTAL POINTS POSSIBLE = 60

DEPT.	PROG	TASK	TPO	MPO
	PTT	015	015	004